Rough Draft Lit Review

* (p 331) Move to reduce class size = less qualified teachers in the classroom
* (p 332)Teachers with EL credentials show greater student gains with EL’s
* (p 332)Arizona teachers of Navaho bilingual classes- teachers use Navaho only to give directions and discipline
* (p333) Testing may mandate more than teacher attitudes
  + lowest performing schools in CA & AZ are Hispanic and Native American
* (334) Private schools exempt from state testing in CA & AZ skews the stats even more
  + students are controlled through language, scripted reading programs control language usage
  + students memorize words instead of decoding
* (335) 2nd language reading & 1st language development inter-related

(337) paradox-society values language skills for military decoding but de-values languages that are seen to be of lower status

using English still seen as a display of patriotism

pressure to abandon local use of language for world-wide standard

\*\*Need for specific practices that build biliteracy skills and increase achievement\*\*

(338) How they value children’s languages and cultures? What makes a good experience vs. a bad experience?

How do you make the use of native language and English language seem like a plus?

Schools rely more on outreach programs to achieve classroom goals

UCLA community trying to create a hybrid learning communities

(339) Native language must be valued and used for instruction- not just an additive.

Allowing one year in bilingual translates to being negative about student’s native language.

Mike Rose talks about respectful curriculum

(340) all teachers need knowledge of language development, knowledge of student’s backgrounds and experiences, knowledge of the community,

Idea\*\*all teachers need to know about teaching EL’s (ENL-English New Language)